

Texas Education Agency
Standard Application System (SAS)

2018-2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1

Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY
Grant Period:	August 1, 2018 – July 31, 2019	Write NOGA ID
Application deadline:	5:00 p.m. Central Time, May 1, 2018	<small>Place date stamp here.</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information


Part 1: Applicant Information

Organization name		County-District #	Amendment #	
Poteet Independent School District		007-906		
Vendor ID #	ESC Region #			
74-6001936	Region #20			
Mailing address		DUNS #		
P.O. Box 138		080260847		
		City	State	ZIP Code
		Poteet	TX	78065-0138
Primary Contact				
First name	M.I.	Last name	Title	
Greta		Warner	Federal Program Director	
Telephone #	Email address		FAX #	
830-742-3567	gwarner@poteetisd.org		830-742-3332	
Secondary Contact				
First name	M.I.	Last name	Title	
Melinda		Salinas	Interim Superintendent	
Telephone #	Email address		FAX #	
830-742-3567	msalinas@poteetisd.org		830-742-3332	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Melinda	M.I. Salinas	Last name Salinas	Title Interim Superintendent
Telephone # 830-742-3567	Email address msalinas@poteetisd.org		FAX # 830-742-3332
Signature (blue ink preferred) 			Date signed 04/23/2018

Only the legally responsible party may sign this application.

701-18-111-014

Schedule #1—General Information

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 09/01/2017

End date (MM/DD): 08/31/2018

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 007-906

Amendment # (for amendments only):


I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #007-906	Dr. Melinda Salinas	830-742-3567	\$1,250,000
	Poteet ISD		msalinas@poteetisd.org	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$1,250,000

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Poteet ISD (PISD) proposes a 21st CCLC ACE Program due to the high need of the students for additional support determined by the 2016-2017 Texas Academic Performance Report that indicates that across the district PISD students performed well below the state average in all subjects at all grade levels during the 2017 administration of STAAR. This pattern holds consistent with previous years and indicates the clear need for additional resources and support for the rural district that is 86% Hispanic and 76% Economically Disadvantaged. The proposed ACE Program will provide academic enrichment opportunities for students designed to assist them in progressing to grade level and achieving academic success before and after school and during the summer. The ACE Program will provide opportunities for credit recovery, college preparation, tutorials and utilize activities that are inclusive of all learning styles. As with STAAR testing, PISD students fall below the state average on SAT/ACT scores, dual credit course completion, and PISD exceeds the state dropout rate. The PISD ACE Program's goals are to create sustainable academic support that improves student performance on required state assessments, core course grades, grade level advancement, attendance, and graduation rates.

The PISD ACE Program has been developed based-on actual costs required to build a sustainable evidence-based model designed according to the Blueprint for Texas ACE Programs. The Program reviewed successful models in similar districts in the region, identified the required grantee and center fixed costs and determined, based on past performance, the accurate minimum number of regular attendees that each center would achieve annually. The PISD ACE Program anticipates exceeding these numbers and reporting them, however, the program elected to make realistic projections for the number of regular attendees per center that were achievable in Year One. The proposed budget was reviewed by community stakeholders, the school board, and staff members as they provided input and insight into the development of the Program to ensure that the Program and budget were designed to achieve the goals of the PISD ACE Program.

PISD utilizes the three-part Comprehensive Needs Assessment developed by Plan4Learning. The CNA is TEA compliant. A committee of teachers, principals and administrators review the tool annually to reevaluate efficacy and compliance and if a change or improvement is required. The Math and Science Department of PISD also review the process to ensure accurate data collection and processes. This process is overseen by Van Johnson, Director of Math and Science Instruction.

The PISD ACE Management Plan has been developed to ensure consistent and high-quality management of each center and the program. A Program Director (PD) who is qualified and experienced in both academics and ACE Programming will be hired to supervise the three Center Coordinators. The Center Coordinators will be housed at the Centers and have on-going contact with the school principals. A formal Administrative Management Team that includes PISD Administrators, Program Director, Site Coordinators and campus Principals shall meet Quarterly to review progress and continuous quality improvement.

Evaluation will be completed through the use of an independent contractual evaluator. A formative evaluation will be utilized that includes qualitative and quantitative data collection and quarterly reporting on program progress and areas of improvement to the PD and Management Team. Annual and Final Reports shall be completed by the evaluator to include outcomes for all required performance measures and program measures, goals, objectives and outcomes.

This Proposal has been written to meet all Statutory Requirements (SR). SR 1 has been met as the results the required needs assessment and needs of working families guided this Project. SR 2 has been met as PISD has partnered with the Poteet City Library. SR 3 has been met as the proposed ACE is evidence based. SR 4 has been met as research has been reviewed and referenced in this proposal. SR 5 has been met as research has been utilized to establish activities targeted to achieve the proposed goals. SR 8 has been met as all responses to volunteers are included. SR 9 has been met as the proposed ACE includes a sustainability plan supported by the majority of School Board Members, as shown in letters of support. The Program identifies plans to use resources to build local sustainability.

The Proposal has completely and accurately responded to all TEA Program Requirements (TPR). TPR 1 has been achieved through providing complete Center Detail as required. TPR 2 has been met through the inclusion of a thorough management plan. TPR 3 is met with the assurance of compliance with all evaluation requirements and a proposed plan for local evaluation. PISD is committed to ensuring ACE is utilized as a valuable academic support resource for the students who are not performing at the level of their peers across the state. The PISD Board of Directors and Administration is committed to sustaining the Project at the end of the grant and will seek additional funding and local support as described in the sustainability plan.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 007-906			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$998,585	\$18,000	\$1,016,585
Schedule #8	Professional and Contracted Services (6200)	6200	\$40,413	\$9,000	\$49,413
Schedule #9	Supplies and Materials (6300)	6300	\$112,090	\$0	\$112,090
Schedule #10	Other Operating Costs (6400)	6400	\$71,912	\$0	\$71,912
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,223,000	\$27,000	\$1,250,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,223,000	\$27,000	\$1,250,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,250,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$62,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 007-906			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor	30		\$306,675
Program Management and Administration				
4	Project director (required)	1		\$60,000
5	Site coordinator (required)	3		\$150,000
6	Family engagement specialist (required)	1.25		\$60,000
7	Secretary/administrative assistant	1		\$23,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper	.25		\$15,000
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Youth Activity Specialists	30		\$219,780
20	Youth Activity Workers	20		\$72,480
21	Title			\$
22	Subtotal employee costs:			\$906,935
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$32,400
26	6140 Employee benefits			\$77,260
27	Subtotal substitute, extra-duty, benefits costs			\$109,660
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,016,595

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 007-906		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Evaluation – 3 sites at \$3,000 per site for output and outcome data and reports	\$9,000
2	Café College – College and career preparedness enrichment activities at high school (4 hours per week on site x 30 weeks, on-line access to materials, supplies and materials)	\$10,063
3	STEM Scopes – State aligned accelerated learning program 3,000 per center x 3 centers to increase access to STEM materials and engage students in STEM Learning.	\$9,000
4	Texas Dance Culture – Family Engagement and Enrichment Activity that will provide on-site dance cultural and native dance lessons at each center weekly to participants and parents.	\$15,000
5	Martial Arts – Certified Instructor will provide training for Elementary Center regular participants to encourage participation and program retention.	\$6,350
6		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$49,413
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$49,413

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 007-906		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
1	Nutritional Snacks (750 regular participants x 180 days x \$.14 per unit)	\$19,500
2	PBIS Supplies - \$120 per month per site x 3 sites x 10 months for PBIS program supplies and materials.	\$3,600
3	Office Supplies - \$50 per month x 5.5 FTE x 10 months for paper, pens, folders, binders, and other standard office supplies.	\$2,750
4	Health and Active Supplies – Materials for cooking and nutrition, recreation, physical fitness, wellness, intramural sports, and other related enrichment supplies such as balls, games, ingredients, and other related supply items.	\$11,700
5	Family Engagement Supplies – Family Engagement Supplies will include Program Supplies for family enrichment activities, family literacy activities and events, family engagement in ACE. Supplies also include GED materials for parents to provide graduation opportunities for adults.	\$16,578
6	Program Supplies – Supply costs for enrichment activities. Program supply cost for 750 regular participants over 36 weeks of programming at 3 centers.	\$11,000
7	Strategic Tutorial and Academic Supplies – Academic Supplies for 750 regular program participants over 36 weeks of programming at 3 centers.	\$11,000
8	Sharon Wells Mathematics Curriculum – Partial costs of an evidenced-based math curriculum to be utilized at the Elementary School to assist elementary school math labs and tutorials.	\$6,800
9	Odysseyware Credit Recovery License – 30 licenses x \$345.42 per license for high school center to allow for student credit recovery.	\$10,362
10	Virtual Drive License – 56 licenses for regular participants x \$142.85 per participants.	\$8,000
11	Laptop Computers – Year One Only for Program Operations (9 units x \$1,200 per unit) Data entry, reporting, and tracking purpose	\$10,800
Grand total:		\$112,090

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 007-906		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. (National After School Conference Attendance)	\$4,200
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$4,200
	Remaining 6400—Other operating costs that do not require specific approval: Travel and Lodging for Kick-Off Meeting (per grant instructions (\$276 per staff x 5 staff) = \$1,380 Travel and Lodging Project Director's Meeting (per grant instructions) (\$700 per meeting x 2 meetings) = \$1,400 Travel and Lodging Regional Conferences (per grant instructions) (\$775 per staff x 5 staff) = \$3,876 Local Mileage for Project Director (25 miles per month x 11 months x .54 per mile) = \$149 Local Mileage for Family Engagement Specialists (50 miles per month x 11 months x .54 per mile) = \$446 Local Mileage for Site Coordinators (25.9 per month x 3 FTE x 11 months x .54 per mile) = \$461 Student Transportation to and from program (\$3 per mile x 20,000 miles annually) = \$60,000	\$67,712
Grand total:		\$71,912

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 007-906			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$10,800

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's Degree in Education or related field required, Master's preferred. A minimum of three years' experience in education and/or social work setting with fiscal/budget and management experience related to staff supervision, youth programs and data collection/reporting.
2.	Site Coordinator(s)	Bachelor's Degree in Education or related field required. A minimum of three years of experience working with at-risk children and families, staff supervision, data collection and program management. Must be knowledgeable of community resources and able to engage students.
3.	Family Engagement Specialist	Bachelor's Degree in Social Work or related field, Master's preferred. Minimum of three years' experience with at-risk youth and families, community outreach and coordinating family related services. Must be knowledgeable of community resources and able to engage families.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve student academic performance on State Tests by 5%	1. Provide daily Strategic Tutoring for students.	08/01/2018	07/31/2019
		2. Provide daily Homework Assistance to students.	08/01/2018	07/31/2019
		3. Provide daily access to STEM Assistance to students.	08/01/2018	07/31/2019
		4. Provide Summer Learning Programming.	08/01/2018	07/31/2019
		5. Engage Families in education and program.	08/01/2018	07/31/2019
2.	Improve school day attendance by 2%	1. Provide enriching activities that support attendance.	08/01/2018	07/31/2019
		2. Family Engagement targets families of truant students.	08/01/2018	07/31/2019
		3. Family Engagement targeting at-risk students.	08/01/2018	07/31/2019
		4. Develop district-wide PBIS based Truancy Program.	08/01/2018	07/31/2019
		5. Partner with Juvenile Justice to educate parents on truancy.	08/01/2018	07/31/2019
3.	Decrease Disciplinary Referrals by 5%	1. Continue integration of PBIS to fidelity.	08/01/2018	07/31/2019
		2. Engage families of referred students in ACE.	08/01/2018	07/31/2019
		3. Foster positive relationships with at-risk students	08/01/2018	07/31/2019
		4. Continue staff training in PBIS and interventions	08/01/2018	07/31/2019
		5. Build family relationships with the schools.	08/01/2018	07/31/2019
4.	Increase Grade Advancement by 5%	1. Students will have daily access to Strategic Tutoring	08/01/2018	07/31/2019
		2. Students will have daily access to homework help.	08/01/2018	07/31/2019
		3. Students will have daily access to enrichment.	08/01/2018	07/31/2019
		4. Families will be informed of available resources.	08/01/2018	07/31/2019
		5. Students will have access to STEM support before and after school and during the summer break.	08/01/2018	07/31/2019
5.	Increase Graduation Rates by 5%	1. Students will have support for dual-credit courses.	08/01/2018	07/31/2019
		2. Students will have access to credit recovery.	08/01/2018	07/31/2019
		3. SAT/ACT tutoring and preparation for students.	08/01/2018	07/31/2019
		4. GED Courses for parents to encourage graduation.	08/01/2018	07/31/2019
		5. Students will have access to college and career assistance and preparation.	08/01/2018	07/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Poteet Independent School District (PISD) completes an annual comprehensive needs assessment utilizing the three-part process that is TEA Compliant offered through Plan4Learning.com. PISD also participates in an annual community needs and resource assessment that assist in determining the available resources within the community and to the school as part of the annual District and Campus Improvement Plans. Additionally, PISD works with the county youth service providers (Juvenile Probation, MHMRA, Victim Services, Law Enforcement) in the Community Resource Collaborative Group in the completion of the County-Wide Plan required by the Governor's Office every two years. This process of establishing the community needs includes data mining, surveys, testimonials, stakeholder input, TEA Reports, and PEIMS Data. The results of these needs assessment data show that there is a high-need for a 21st CCLC Program in Poteet. There are few resources available for the largely economically-disadvantaged students after school and there are no 'free' structured after-school programs or activities in the area. As a result, there are few out-of-school-time (OST) services available for the students and families in Poteet. Due to the lack of OST services that provide academic support or supervision, the students at PISD consistently score well below the state average on state academic assessments and the dropout rate is higher than the state average. The following identified risk factors indicate the high need for ACE.

ACADEMIC COMPARISONS: PISD to STATE AVERAGE

	Economically Disadvantaged	At-Risk	Attendance Rate	SAT Participation Rate	SAT Scores
PISD	76.5	62.0	94.5	42.7	1259
STATE	59.0	50.3	95.8	71.6	1375
STAAR	Reading	Math	Writing	Science	Social Studies
PISD	64.0	70.0	53.0	68.0	66.0
STATE	72.0	79.0	67.0	79.0	77.0

Source: 2016-2017 TEA Texas Academic Performance Reports (TAPR)

Disciplinary referrals at PISD are also increasing above the state average. From the 2015-2016 to the 2016-2017 school year the PISD elementary campus had an increase in referrals of 90.5%, the intermediate school had an increase in referrals of 52.4% and the high school had an increase of referrals of 91.9%. Poteet Jr. High remained static with over 640 disciplinary referrals each year; a rate equal to just below 2 referrals per student enrolled.

The 2016 U.S. Census Bureau report estimated that 35.9% of Poteet residents live in poverty, a rate significantly higher than the state average of 20.7%. OTS services are also needed due to the high crime rate within the community. During 2015, compared to the rest of the state, the per 100,000 rate for Poteet was significantly higher than the state for murder (29.2 vs 4.8), Rape (58.4 vs 44.4), Burglary (846.5 vs 555.2) and Auto Theft (350.3 vs 444.3). Further, the Atascosa County adolescent alcohol use, pregnancy, and criminal justice referral rates all surpass the state average.

PISD utilized the CNA to develop a Community Advisory Council to include the feedback of community stakeholders (parents, community members, potential partners) as a source of on-going feedback for the program's development, continuous improvement and sustainability. PISD crosswalked the CNA and the ACE Blueprint to develop its plans to address the needs and gaps. PISD has developed plans for ACE that aligns with the school day, will achieve the targeted ACE outcome measures, and will increase the academic benefits to students and the effectiveness of the out-of-school time program. PISD is focused on the Critical Success Factors and Milestones for Ace and programming consisting of Academic Assistance, Enrichment, Family and Parental Support Services; and College and Workforce Readiness. The Program shall operate for 3.25 hours per day, 5 days per week during the school year for 15 weeks each term (45 min before school and 2.5 hours after school) and 6 weeks (4 days per week, 4-hour days) during the summer. The PISD ACE Program will utilize the ACE Blueprint and best practices as a guide to ensure each activity is intentional in its development and is targeted at the goals and towards student recruitment and retention. The needs of working families will be met as there are no free out-of-school time programs available in Poteet and due to the high poverty rate limited out-of-school time services at all. Thus, extending the school day benefits working parents. PISD will engage parents through family activities, monthly family Saturday activities, adult learning programming, GED courses, and involving parents in activity planning and the Community Advisory Council.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

PISD has partnered with the Poteet Public Library. PISD and the Public Library have reviewed the application and eligibility criteria and determined that PISD should take the lead as the applicant. The Poteet Public Library has completed a Letter of Agreement that is included with this Application. This agreement outlines the Library's role as in the partnership agreement. The Public Library has committed to assisting the PISD ACE Program in achieving the stated objectives, targeted outcomes, dissemination plan, and sustainability. The Public Library will support the ACE Program in the following ways:

- The Public Library is committed to increasing student access to STEM focused materials. The Public Library will collaborate with the Program to increase student access to STEM focused materials at the Public Library.
- The Public Library is committed to increasing family literacy. The Public Library will collaborate with the Program to expand family literacy focused activities in the community.
- The Public Library will assist in the Program's Information Dissemination Plans. The Public Library will support the Program and post information regarding ACE to assist in informing the community about the Program and its progress.
- The Public Library will assist in sustainability by increasing access to STEM, Family Literacy, Information Dissemination and Participating in the Community Advisory Council.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

PISD's proposed ACE Program has been modeled after the best practices identified by the Texas ACE Blueprint and evidence-based strategies targeting the required measures. As indicated in the Statutory Requirement 1, the needs of PISD align with the objectives of measures of effectiveness.

To achieve a 5% increase in performance on required state assessments annually over the baseline year of 2017-2018, the project will implement Strategic Tutoring. Strategic Tutoring will utilize PISD teachers to provide tutoring in Math, Reading, Language Arts, Science, and Social Studies before and after school and during the six weeks of summer programming each day. Tutoring will be provided individually and in groups to assist students who are falling behind, who are struggling academically or who are not prepared for required state assessment tests.

To achieve a 2% increase in school day attendance annually over the baseline year of 2017-2018, the project will utilize Enrichment Activities that are developed to keep students engaged, active, involved and attending. Activities have been developed and will continue to be developed based on youth and family interest. All activities will be designed to tie to the regular school day but incorporate different learning and teaching styles, to be fun and creative and keep students engaged in the Program. Family Engagement will also be integrated into the Program with family activities, monthly family Saturday activities, GED programming for parents and family literacy. The program will utilize the Ace Blueprint to keep Enrichment Activities and Family Engagement innovative and evolving to keep students coming back.

To achieve a 5% decrease in mandatory disciplinary referrals annually over the baseline year of 2017-2018, PISD will continue to implement and support the implementation of Positive Behavioral Interventions and Supports (PBIS). PISD will continue its efforts to achieve fidelity across Tier 1, Tier 2, and Tier 3. PBIS is designed to address school climate and to reduce disciplinary referrals.

To achieve a 5% increase in on-time advancement to the next grade level annually over the baseline year of 2017-2018, PISD will integrate Strategic Tutoring, Enrichment Activities, Family Literacy, and Family Engagement to keep students engaged and learning. Additionally, activities such as homework assistance, STEM Programming, Credit Recovery, and additional academic supports will keep students engaged in the Program and increase access to support for students who are falling behind academically. Students will have access to Strategic Tutoring and multiple academic focused Enrichment Activities to ensure they advance ontime to the next grade level.

To achieve a 5% increase in the high school graduation rates over the baseline year of 2017-2018, PISD will utilize Strategic Tutoring and Enrichment Activities. Additionally, high school students will have the opportunity to participate in College Café, an organization specializing in helping students set and keep short- and long-term academic and career goals by building a college-going culture. High school students will receive guidance and coaching as students transition from high school to college with confidence and success from College Café. High School students will also have access to SAT/ACT prep and study courses, assistance in registration and greater awareness of a path after high school. Odysseyware credit recovery will also be provided through the Project. This will allow students the opportunity to recover credits utilizing the self-paced program and graduate ontime.

To achieve increase career competencies in participating high school students, the project will offer Enrichment Activities provided by College Café focused on increasing awareness of career opportunities and assisting with planning of career paths, to include increasing student knowledge and awareness of STEM fields for career opportunities in San Antonio. The Project will develop opportunities for career competencies through community stakeholders and the advisory committee to keep this a growing and engaging component of the program.

As a local measure, PISD is targeting a 5% reduction in the dropout rate annually. This will be achieved through Strategic Tutoring, Enrichment Activities and Credit Recovery. For many students, who drop out, it is due to the lack of credits and time required to recover them. By adding Credit Recovery with Odysseyware, the Program will reduce the dropout rate and increase the graduation rate.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

PISD has reviewed and integrated multiple resources including the Texas Ace Blueprint in the development of the PISD ACE Program. The need for the Program is clear and the needs align with the Goals, Objectives and Measures of ACE. The economically disadvantaged area of Poteet is largely isolated from many services and barriers like transportation and cost prohibit access to services for students during out-of-school time. They also prevent after school programming without assistance from developing in the community. To provide evidence-based educational and related activities that complement and enhance academic performance PISD will utilize the following strategies:

Intentional Activity Development and Targeted Student Recruitment – Each activity will meet the Academic Assistance, Enrichment, Family and Parental Support Services and College and Workforce Readiness requirement. Activities will be school-day aligned, active, engaged, and outcome focused. Activities will focus on student collaboration and cooperation that builds to a final project or culminating event. Each activity will have a clearly defined purpose and lesson plan to ensure it aligns Critical Success Factors, Milestones with the school day. As reported in "America After 3PM - The Growing Importance of Afterschool in Rural Communities" 2015, STEM focused activities are essential in after-school programming for rural youth and are integrated into the Program. PISD will continually work to ensure these academic assistance activities are engaging and fun for students and keep them coming back through multiple sequenced activities that incorporate multiple learning styles and approaches. The Program focuses on youth development and includes youth in the creation of new activities and provides opportunities for college and career exploration and learning at the high school level.

Enhancing academic performance and achievement is also achieved by utilizing quality and professional staff. Academic Assistance activities will be led by certified teachers in their core area. Tutoring times will provide teachers from each of the core areas (math, science, reading/language arts, social studies) to ensure students have access to experts in the areas where they may be falling behind or strive to move ahead. Academic assistance will include the evidence-based practice for Strategic Tutoring, homework assistance, STEM focused activities, SAT/ACT study and Preparation assistance and credit recovery. These activities will be led by PISD Teachers who will be provided extra-duty pay and who choose to be a part of the program and wish to engage with students in the afterschool program. Enrichment Activities will be led by Youth Activity Specialists. These are staff who meet the criteria of a para-professional and have experience in leading activities and assisting students in learning activities or who are contracted due to expertise in a specific area for specific activities and enhance the program. Youth Activity Workers are qualified youth workers who can provide supervision and support as needed in recreation focused activities. Family Engagement Specialists will be degreed and experienced Social Workers or related fields with at least 5 years' experience working with families in the community or school environment. All staff, contractual staff, or volunteers if applicable will complete the same background check process and hiring process as a PISD teacher to ensure high quality staff and the safety of the students.

As indicated, PISD has limited partnerships but has established a partnership with the Poteet City Library. As evidence suggests the best practice of partnering with public libraries is beneficial to 21st Century After School Programs (Library and Afterschool Partnerships – Afterschool Alliance 2017). This partnership is designed to enhance STEM focused and family literacy activities that are directly tied to student academic performance.

PISD ACE is committed to evidence-based practices that enhance student academic performance and has included Strategic Tutoring and PBIS. Strategic Tutoring has been found to improve grade level performance by 10 months over a 4-month period with the most at-risk students while comparison groups only progressed by 3.5 months (Hock, M.F., Pulvers, K.A., Deshler, D.D., & Schumaker, J.B. 2001). PBIS has been found in multiple studies to improve grades, attendance, behavior and youth development. (Luiselli, Putnam, and Sunderland 2002). PBIS has been selected due to its impact on academic performance.

The rigorous evaluation design of the Program will ensure that the program complies with CQI while also evaluating all required state and local measures. Semester Reports on the Projects progress towards meeting the measures and student academic achievement will be reported to allow the Administrative Management Team on-going access to data for on-going improvement towards academic achievement and progress towards program measures. Each of these best-practices is designed to build-upon the Texas ACE Blueprint and meet the targeted needs of the students and families of PISD.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

PISD's ACE Program is designed to engage students and families daily both before and after school. The Program is designed utilizing the Texas ACE Blueprint specific framework and will utilize this tool for Cycle 10 as it implements an ACE Program through a comprehensive, collaborative, and coordinated approach inclusive of the school, student, family, service providers and the community. The Program will focus on the Mile Stones, Critical Success Factors, and Core Activity Components to develop Academic Assistance, Enrichment, Family Engagement and College and Career Readiness activities that are intentional and targeted for the students in need.

The 36-week program will operate 15 weeks in the fall, 15 weeks in the spring, and 6 weeks during the summer. Each day during the school year the program will operate for 45 minutes before school and 2.5 hours after school. During the summer the Program will operate 4 days per week for six weeks for 4 hours per day. Morning sessions will be providing strategic tutoring and homework assistance to students by a certified teacher to students. After school sessions will provide individual and group Strategic Tutoring, Homework Assistance and STEM Programming designed to engage and enrich students academically each day. Each of these activities will be facilitated by a certified teacher in the area of focus they facilitate.

The afterschool program will begin immediately after school and students will enter the ACE Program where they will be met and greeted by ACE Staff and checked-in to ensure safety. The 4th and 5th grade students at PISD Intermediate School will walk to PISD Elementary School each day. The estimated time is 15 minutes. This time is to allow for check-in at the Intermediate campus cafeteria for safety and the short walk next door to the Elementary School. The Elementary School has been selected due to size, space, and gym size. There are no streets or parking lots to cross during the covered walk and the distance is approximately 50 feet. Once students arrive, all students will be greeted, checked-in to the Program, provided a nutritious snack and assisted into the activity that meets their needs. Students are then greeted by the activity leader and registered into the activity. Each activity will last at least 45 minutes, per ACE requirements. The Intermediate School will be utilized as an Adjunct Site for specific activities meeting criteria.

Intentional Activity Development and Target Student Recruitment will guide the student's participation in activities. Both the Site Coordinator and the Family Engagement Specialist will work with students and the families to identify the needs of the student as they enter ACE and develop a plan for success with the student that is designed to meet their academic needs and keep them engaged and returning to the Program. PISD understands that student satisfaction is often voiced through activity and program attendance or participation. Every activity will meet the ACE requirements and will focus on student engagement. Academic activities will be complimented by Enrichment Activities that are designed to keep youth engaged, fun, hands on, and meaningful. Enrichment Activities will incorporate the voice of youth, families, and the community to ensure meaningful activities are provided that keep youth learning, engaged and returning to the ACE Program.

PISD has identified organizations that can provide additional enrichment activities designed to engage students and promote their participation in the Program. Students must participate in academic-focused activities such as Strategic Tutoring, Group Tutoring, Homework Assistance, or STEM Programming in addition to Enrichment Activities. The intent of the Program is to provide a balance of academic activities and enrichment that keeps students engaged. While all activities are academic focused and aligned with the school day, the priority of the program is academics and the targeted measures and to achieve these the core academic focus is required. However, the inclusion of engaging and interactive enrichment activities is also required to keep the Program fun, exciting and balanced for all students. Enrichment Activities will include activities that focus on culture, health and nutrition, physical wellness, youth development, college and career competencies, and activities identified by youth and families. By utilizing the ACE Blueprint, each activity will be designed to align to the school day and follow a lesson plan. These activities may include cooking, cultural dance, intramural sports or martial arts, cooperative games and nutrition and diet planning. Students will have the choice of different enrichment activities daily to keep them engaged in the Program.

Family Engagement is essential to the Program and PISD is providing more than the required number of Family Engagement Specialists. Involving parents in opportunities that exist for ESL and new opportunities for GED Programming will be part of their role. Reaching out to parents and providing support and creating family focused activities that engage all members of the families will also be a primary role of the Family Engagement Specialist. The Program will include monthly family Saturday activities for family engagement. Each of these strategies is designed to improve student academic achievement and overall success by involving them in the Program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

PISD has developed a multi-state approach to information dissemination about the community learning center and ACE Program once funding is awarded. All information released on the PISD ACE Program will include the locations, times of operation, and contact information for the Program Director, Site Coordinators and Family Engagement Specialists.

Upon notification of award PISD will launch its Response Dissemination Plan. This is the initial and immediate Response Dissemination Plan to notify the community of the Program. This Response will include the official announcement. PISD will work with local media to create an immediate press release in the local paper that notifies the community of the Program, its locations, purpose, start dates, and contact information to encourage parents to begin registering their students for the Program and to encourage family and community involvement. Additionally, the Response Plan will announce the Program utilizing the Districts Website. The Website will post the announcement information in English and Spanish in an easy to find and "highlighted" area that draws visitors to it so that location, program information, and contact information is easily located and obtained. Color Program Postings will be created in English and Spanish and posted at each of the schools, at the public library and other community locations as permitted where back to school items are purchased to promote awareness of the Program. The Program Director will work with the District Technology Department to develop and implement a message via the automated contact system of PISD to provide phone or e-message notice to parents about the Program how to access additional information.

The Response Dissemination Plan is designed to respond to the notification of award and make the Program known to the community as rapidly as possible. The Continuous Dissemination Plan of PISD is designed to keep the parents, stake holders, and community updated and aware of the Program. As not all will see the original Response efforts, the Continuous Dissemination Plan is designed to keep information going out to parents and the community through a variety of methods. Color Flyers will be sent home with students in Back to School Packets. As this is a time when parents are aware they must review materials it is an opportunity to send home an informative flyer in English and Spanish that provides information on the Program, its purpose, the locations, the times, and contact information. The plan for Continuous Dissemination also includes presentations at Parent and Teacher meetings, posters in the schools and parent areas. The Family Engagement Specialists will provide outreach to parents when they drop students off in the mornings or pick them up after school. Flyers will be sent home with students when notices go out. Flyers will be sent home with students with progress reports and report cards to encourage additional support for those students who may be struggling academically. The plan for Continuous Dissemination is designed to reach parents and the community on an on-going basis.

In addition to the Response and Continuous Plans for Program Information Dissemination, the PISD ACE Program will utilize a social media marketing strategy. The Program will, upon notification, rapidly develop social media pages such as Facebook, Twitter and Instagram and encourage parents and community members to stay engaged through these tools. The Program will utilize social media to share information on the Program, recruit participants, and reach parents, family and students who may not have been reached through other plans for information dissemination. The Social Marketing Strategy of the Program supplements the Continuous efforts and allows for on-going feedback and input from community members as well. This serves as an additional access point for parent and community member voice and input.

The Program has developed its strategies and plans for Information Dissemination but is dedicated to identifying new strategies for keeping the families and community informed. The Community Advisory Committee will be charged with reviewing the Information Dissemination Plans on an on-going basis. This will ensure that multiple view points and areas within the community provide insight and input into the Dissemination Plan as the Program develops and is implemented.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

PISD reviewed transportation needs as part of the CNA and the development of the proposed ACE Program. For the Program to meet the needs of the students, working parents, and the community, planning for how students participating in the program will travel to and from the centers and home is essential to program success. After careful review of school schedules, and bus schedules, the following transportation plan has been developed:

Before school transportation will not be specifically altered. The Program will begin 1 hour before the school day to allow for a 45-minute activity time of Strategic Tutoring, Homework Help, or Credit Recovery to be complete at each center. Based-on the current bus schedules and arrival times this should allow for adequate access and the earlier start allows working parents the ability to drop their students off earlier for Program Services before school for participation if needed. PISD Intermediate School students who attend the AM program at PISD Elementary School will be walked to the Intermediate School by ACE Staff at the end of the 45 min session before the beginning of the first-class period.

After-School transportation will be provided. The 4th and 5th grade students at Poteet Intermediate School will be checked in at the end of the school day in the cafeteria by the Family Engagement Specialist to ensure that each student is accounted for and present before they walk to PISD Elementary School. Students will be checked-in again as they enter the Intermediate School by the Site Coordinator and Family Engagement Specialist to ensure all students arrived as planned and all students are accounted for. PISD Intermediate School students will walk to PISD Elementary School which is 50 feet away and shares common areas. There are no streets or parking lots to cross. All students in the PISD ACE will have a parent/guardian signed transportation plan that indicates how they will be transported home each day. PISD has determined that it will utilize school buses at the end of the 2.5 hour after-school program day to transport all students from their assigned center to their home. The buses will be driven by PISD bus drivers who are trained and experienced. PISD anticipates that each day 4 school buses will be utilized to transport the students home at the end of the Program Day. The costs for extra-duty pay for the bus drivers has been identified and included in the proposed budget. The cost for transportation expenses, including the use of buses, have been determined based on historical use and past programming.

Summer School will also require transportation for students and the use of PISD school buses. Each Center will operate for 4 hours four days per week for six weeks during the summer. The Site Coordinators and Family Engagement Specialists will work closely with parents to develop an accurate Summer Program enrollment list for each center to maximize transportation efficiency. Transportation will be provided before and after the program day during the summer for students each day. Student Transportation Plans will be followed at all times to ensure student safety. All students will be transported by a PISD bus and by an experienced and trained bus driver during the Summer Program. Field Trips will be planned and approved far in advance each year. Field trips will require that all participants ride on a PISD school bus driven by a PISD bus driver. Field trips must have parent permission slips signed and be approved. Only Pre-Approved and Appropriate Educational Field Trips that are supplemental to curricular academic activities focused on math, science, and technology, laboratory and field investigation related to science, educational tours and interactive activities with local science centers, time at the public library, or visits to colleges or universities to encourage interest in higher education; or other Pre-Approved Appropriate Educational Field Trips will be Considered. PISD will utilize the ACE Blueprint to establish Safety Protocols for field trips. Site Coordinators will monitor all field trips to ensure that student safety is monitored at all time and that all student permission to attend is secured and all students are accounted for at all times on field trips. The Program will ensure that all students are provided transportation home safely through the PISD school buses if necessary after each field trip.

PISD is committed to providing transportation to ensure students have access and to create opportunities for working parents. PISD will keep daily transportation schedules posted at each center and on the website to ensure parents are aware of the times and service available. Parent permissions will be followed and verified prior to releasing any student to an alternative form of transportation than what is included in the plan for student safety. PISD prioritizes student safety in the transportation from the feeder school to the center, and to and from the center to home.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

PISD encourages parents and qualified community members to provide volunteer services. Volunteers complete an interest survey to ensure that if they meet requirements they are then placed in an area of the Program that they will feel valued and engaged. PISD requires all volunteers to meet the same criteria as staff, this includes a background check and fingerprint check prior to hiring or placement. Volunteers must complete the same application and background check as a staff member and can only be placed in a role they are qualified to fill. For example, a volunteer would not be utilized for tutoring unless they were a certified teacher who met the same requirements for a PISD teacher working as a ACE Tutor. This requirement ensures that volunteers are not placed in roles beyond their capabilities or qualification; and ensures that the Program remains focused on academics and the targeted performance measures and outcomes. PISD recognizes that qualified members of the community may wish to volunteer and this can aid sustainability plans and build community awareness and support. PISD's priority is academic achievement and the targeted performance measures. The majority of volunteers are anticipated to be parents who are qualified to fit the role of a Youth Activity Specialist or Youth Activity Worker. All volunteers are screened and complete the background check of a PISD employee. Upon determination of approval to be a PISD ACE Volunteer the Site Coordinator will review the specific Job Description that the volunteer is qualified to fill for the Program. The Volunteer shall complete the same training as all ACE Program staff regarding Safety Protocols, ACE Handbook, Policy and Procedures and Program Requirements. Both staff and volunteers will receive the same training and supervision to ensure student safety and to ensure that Program services are delivered, as designed and with fidelity.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

PISD's CNA Cleary illustrates the need for an ACE Program in Poteet. The implementation of a successful ACE Program at PISD is the first step towards sustainability. To illustrate the successes of ACE at PISD a rigorous evaluation is required that can truly illustrate the effect that participation in ACE has on the lives of regular participants. The evaluation plan of the PISD ACE Program is essential to the sustainability. PISD's ACE Program is designed to and charged with closing the gap that exists between PISD and the rest of the state. An effective PISD ACE Program will clearly show that regular attendees improved in all areas of applicable measure and were able to perform at or above the state average. The evaluation will include monthly quantitative data reports, semester outcome reports to monitor the progress of regular attendees compared to non-regular attendees, annual outcome reporting, annual focus groups and qualitative data collection through surveys. The PISD ACE Program evaluation will track its progress towards achieving the targeted performance measures but it will also gather data from students, parents, teachers, and the community to build upon successful outcomes achieved to the value added to the community by the ACE Program. The PISD School Board is committed to the sustainability of ACE. The Evaluation of ACE must be thorough and rigorous to capture on-going successes and short-comings to allow for continuous quality improvement and to accurately document the impact of ACE at PISD. A rigorous evaluation that illustrates areas of success is essential to the Administration and School Board finding the resources to sustain the Project.

Ensuring that the community is aware of ACE is important to its success and will be achieved through its information dissemination plans. Dissemination of Program Progress and outcomes is critical to the sustainability of the ACE Program. The benefits of the evaluation plan are maximized when these data are validated and shared as often as possible. PISD plans on disseminating evaluation data through its Continuous and Social Media Dissemination Plans as often as these data are available keep the ACE Program name active in the community. Sharing the results are imperative to the sustainability of the ACE Program and building community support for the Program. Establishing an ACE Program that through rigorous evaluation, is shown to be effective to the community will obtain greater support from the District Administration and School Board for sustainability.

Community Advisory Council (CAC) is essential to sustainability and information dissemination. The CAC is made up of parents, community members, PISD personnel, and other community stakeholders. Each member plays an active role in the development of ACE and in the dissemination of information about ACE at PISD. The CAC must be actively engaged in the Project and have voice in the Project's direction and activity development. The CAC Members must be engaged in evaluation and information dissemination to achieve sustainability. The CAC are the Program's supporters who bring the need for the Program to the local level and encourage local support for the Program. Their word of mouth and social media marketing plays an important role at increasing community awareness of the Program.

PISD's School Board and Administration will seek additional funds to sustain the Project. At the local level the request for support requires evidence of success. The value of the rigorous evaluation is the evidence of success and effectiveness towards the targeted measures the ACE Program has made in Poteet. This evidence will be required when local support or local funding requests are made to sustain ACE after the grant funding ends. The validated data that shows PISD's ACE Program is evidence-based and achieves the targeted outcomes will assist significantly in its sustainability.

PISD is committed to the Project and providing in-kind match to the Project. PISD is providing the space, sanitation, utilities, equipment, and other resources to ensure that PISD ACE shall operate as designed. This support demonstrates a commitment to the needs and goals of the Program. PISD is a high-need district with few resources, but those resources it has available, it is willing to put forward to support the development of ACE and will continue to do so to sustain a successful ACE Program.

PISD is committed to the delivery of an ACE Program that uses evidence-based strategies following the Texas ACE Blueprint to achieve the targeted outcomes following a rigorous evaluation plan. This plan will allow for the achievements and outcomes of PISD's ACE Program to be publishable and replicable by other school districts. Achieving this level of Program success strengthens support for sustainability at the local level.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

PISD has carefully developed its proposed ACE Program to supplement existing programs and services on its campus and not supplant. To ensure that the ACE Program effectively coordinates with all federal, state and local programs the Program will develop an Administrative Management Team (AMT). The AMT will include the Superintendent, Assistant Superintendents, Special Program Directors, Grant Program Directors and Campus Principals. The role of the AMT will be to coordinate the most effective use of public resources.

The AMT will coordinate the use of ACE Program Funding, Title 1, and other Federal Grant funding annually to develop the most effective plan within the district to ensure that there is not duplication of services, not overlap, no redundancies, and that all services are supplemental. The AMT will serve to ensure that all funds are being utilized as intended and allocated to maximize the impact of each funding source and to ensure compliance as well. The value of the AMT is bringing together the internal experts of federal programs to develop strategies for supplemental services and effective use of public resources.

The PISD ACE Program will coordinate with the AMT, Title 1 and other Federal Grants to ensure there is no duplication or replication. The Proposed ACE has been developed as a supplemental program and annually the AMT and ACE will review this to ensure all services continue to supplement existing programs. PISD's ACE is designed to supplement existing programs and is designed for sustainability.

PISD's ACE Program will also strive to work with State Programs that serve the county and community. PISD has identified service providers funded through public funds who are able to provide supportive services to students or families. These providers include the area's MHMRA, Connections Individual and Family Services, the City Library and other municipal services. PISD's ACE Program will reach out to each of these organizations and identify others that can assist in the development of a collaborative that benefits the participants of ACE. Connections Individual and Family Services is a non-profit organization that provides crisis counseling for youth and families through the Services To At-Risk Youth Grant in Texas. Collaboration between the Site Coordinators and the Family Engagement Specialists and Connections is important due to value coordination of resources can add to the families served by both. The Poteet Library is committed to assisting PISD in expanding access to STEM and Family Literacy. PISD will work closely with the city Library as it strives to expand resources and seeks additional support such as Innovative Approaches to Literacy Funding. PISD will reach out to other city services such as law enforcement and fire for presentations related to career path and other collaborative opportunities.

The AMT will meet quarterly to review the Program's Progress and CQI. These meetings will also be utilized as an opportunity to review the annual plan for Federal Grant Funding. These meetings will also review changes in local or state resources that impact the community and/or the ACE Program. When a change occurs, or new resource is identified an Action Plan will be developed by the AMT to determine what steps must be addressed to ensure the most effective use of public funds.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Poteet High School Campus 1020 FM 1470 Poteet, Texas 78065		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:	007-906-001			X	9
	Cost per student	\$1,000			X	10-11
					X	12
	"Regular" student target (to be served 45 days or more annually):		250	Parent/legal guardian target (in proportion with student target):		60
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name	NA	NA	NA	NA	
9-digit campus ID number		NA	NA	NA		
Estimated transportation time		NA	NA	NA		
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Poteet Junior High Campus 1000 FM 1470 Poteet, TX 78065		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:	007-906-041			X	6-8
	Cost per student	\$1,000			<input type="checkbox"/>	9
					<input type="checkbox"/>	10-11
					<input type="checkbox"/>	12
	"Regular" student target (to be served 45 days or more annually):		200	Parent/legal guardian target (in proportion with student target):		75
			Feeder school #1	Feeder school #2	Feeder school #3	
Campus name		NA	NA	NA		
9-digit campus ID number		NA	NA	NA		
Estimated transportation time		NA	NA	NA		
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Poteet Elementary Campus 902 Horton Lane Poteet, Texas 78065		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	
	9-digit campus ID number:	007-096-101			<input type="checkbox"/>	7-8
	Cost per student	\$1,000			<input type="checkbox"/>	9
					<input type="checkbox"/>	10-11
					<input type="checkbox"/>	12
	"Regular" student target (to be served 45 days or more annually):		300	Parent/legal guardian target (in proportion with student target):		150
			Feeder school #1	Feeder school #2	Feeder school #3	
Campus name		Poteet Intermediate				
9-digit campus ID number		007-096-102				
Estimated transportation time		5 min				

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name				Feeder school #3	
	9-digit campus ID number					
Estimated transportation time						
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name				Feeder school #3	
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name				Feeder school #3	
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	NA		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name:					
9-digit campus ID number						
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

PISD has carefully developed its proposed ACE Program management, center operations and budget plan. To ensure that the ACE Program effectively coordinates resources and maintains CQI, PISD will create an ACE Administrative Management Team (AMT). The AMT will include the Superintendent, Assistant Superintendents, Special Program Directors, Grant Program Directors, and Campus Principals. The AMT will meet quarterly to review the Program's Progress and CQI. These meetings will also be utilized as an opportunity to review center operations, management, transportation, safety, and budget at the administrator level. The ACE Program Director will report and review progress with the AMT on a quarterly basis.

The Program Director is a full-time position responsible for the grant implementation of the ACE Program. The Program Director will supervise the three Site Coordinators, Administrative Positions, and the Family Engagement Specialists.

Each of the three centers will have a full-time Site Coordinator responsible for operating a single center. Site Coordinators are responsible for staffing, supervision, safety, and transportation at their centers. Each Center will be staffed in the mornings with Tutors for the 45-minutes of AM programming. The 2.5 hours of after-school programming will be staffed with Tutors for 1 hour and Youth Activity Specialists and Youth Activity Workers for Enrichment Activities. The Site Coordinator is responsible for monitoring enrollment, targeting recruitment efforts, staffing, and ensuring that the targeted number of students and adults are being served at their site.

All personnel and/or volunteers will be fingerprinted and complete a background check. ACE Staff will be interviewed by the Program Director and assigned to a center. The Program Director and Site Coordinators will have weekly conference calls to review site progress, staffing, enrollment, activities, training, family engagement, and best practices. The management plan is designed to provide the administrative support to the Director and the Site Coordinators required to succeed. The Director will develop a monthly newsletter and complete monthly site visits minimally. The process will focus on service goals and strategies to achieve them on an on-going basis.

Management Plan**Administrative Management Team****Program Director**

Site Coordinator	Site Coordinator	Site Coordinator
Center 1 Poteet High School	Center 2 Poteet Jr. High School	Center 3 Poteet Elementary School
Fall – 15 Weeks (3.25 hours per day x 5 days per week) AM 45 min PM 2.5 hr	Fall – 15 Weeks (3.25 hours per day x 5 days per week) AM 45 min PM 2.5 hr	Fall – 15 Weeks (3.25 hours per day x 5 days per week) AM 45 min PM 2.5 hr
Spring – 15 Weeks (3.25 hours per day x 5 days per week) AM 45 min PM 2.5 hr	Spring – 15 Weeks (3.25 hours per day x 5 days per week) AM 45 min PM 2.5 hr	Spring – 15 Weeks (3.25 hours per day x 5 days per week) AM 45 min PM 2.5 hr
Summer – 6 Weeks (4 hours per day x 4 days per week)	Summer – 6 Weeks (4 hours per day x 4 days per week)	Summer – 6 Weeks (4 hours per day x 4 days per week)
\$1,000 x 250 = \$250,000 + \$100,000	\$1,000 x 200 = \$200,000 + \$100,000	\$1,000 x 300 = \$300,000 + \$100,000
12 Tutors	12 Tutors	14 Tutors
10 Youth Activity Specialists	10 Youth Activity Specialists	12 Youth Activity Specialists
8 Youth Activity Workers	8 Youth Activity Workers	10 Youth Activity Workers

Family Engagement Specialists**Partners, Contractors and Community Advisory Council**

The operational plan is designed to use highly qualified professional teachers as tutors, qualified Enrichment Activity Leaders, and supplement, as needed, with qualified Youth Activity Workers for supervision during enrichment activities. Staffing is variable on attendance and participation levels, but all activities will be compliant with TEA and ACE requirements.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 007-906

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The PISD ACE evaluation plan has been designed to achieve sustainability. PISD is confident that it will achieve success in sustainability by showing statistically significant results of regular participants progress and improvement towards the required state and local measures compared to their local peers and across the state. To achieve this, a rigorous and thorough evaluation plan is required. PISD will utilize an independent evaluator to complete the evaluation. The evaluation plan requires that the evaluator review the monthly outputs of the centers. The monthly review of output levels will allow for on-going review by the Project Director and Site Coordinators. Specifically, it will allow the Program Director and Site Coordinators the ability to track program progress towards the targeted number of Regular Participants and adult participants at each site. Monthly output review designed to keep the Site Coordinators mindful of the targeted numbers by center and to actively recruit and integrate family-based activities into the schedule. Program staff will ensure that all students are signed in and out of each activity daily and all activity data is entered into the TX21st data system daily to track participants' attendance and develop output data. The Program will collect satisfaction surveys from students, parents and teachers each semester and hold focus groups with participants for qualitative data collection.

Semester Outcome Reports will also be developed by the Evaluator. These "By Semester" Reports will be created based on the outcome data of each of the required performance measures and the local measures, as available. These outcome data will be reported each semester for multiple reasons. The first is for Continuous Quality Improvement. For example, Strategic Tutoring is designed to make rapid progress. If regular participants show no improvements, compared to non-participants, CQI would indicate fidelity review, process review and delivery of the evidence-based practice. The evaluation is formative and semester outcomes are not final outcomes; however, they offer on-going and frequent opportunities for data collection and review of on-going CQI efforts and opportunities for information dissemination.

The evaluation plan requires annual reports completed as required by TEA. Additionally, the evaluator will develop an annual report for the Program with outcomes for each performance measure. The annual report will allow for comparison of regular participants to students who did not participate and for comparison to state data once data are available. These data are essential to the sustainability of the Program and for the information dissemination plans of the Program. These data will be used annually to identify successes and short-comings. The Administrative Management Team will assist in the CQI Process annually to determine areas for improvement, as needed. The Annual Report data will be shared with the School Board, Community Advisory Council and the community to demonstrate the progress made or what improvements are being made to ensure ACE achieves its targeted outcomes. Qualitative data summaries will be included in the Annual Reports to provide additional feedback and information to guide CQI efforts.

The Project Director will utilize the monthly reports for meetings with the Site Coordinators and to report progress to the Administrative Management Team and Community Advisory Council. The intent of the evaluation plan is to keep the Program focused on its targeted outputs and outcomes with monthly reports that provide progress towards outputs and semester and annual reports that provide progress towards outcomes. The evaluation plan provides on-going opportunities for program review and improvement, operation improvement and quality management. Further, the evaluation plan provides assistance to the sustainability and information dissemination plans as the reports allow both to provide knowledge of progress made towards targeted outcomes, each semester. The proposed evaluation plan will be updated and mapped to the Logic Model to ensure it is aligned with any revisions made to PISD ACE if funded. All revisions will be enhancements to the established plan that will remain over the life of the Program which will include monthly output reports, semester outcome reports and annual outcome and qualitative reports.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 007-906		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 007-906

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 007-906

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 007-906

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 007-906

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 007-906

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 007-906

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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